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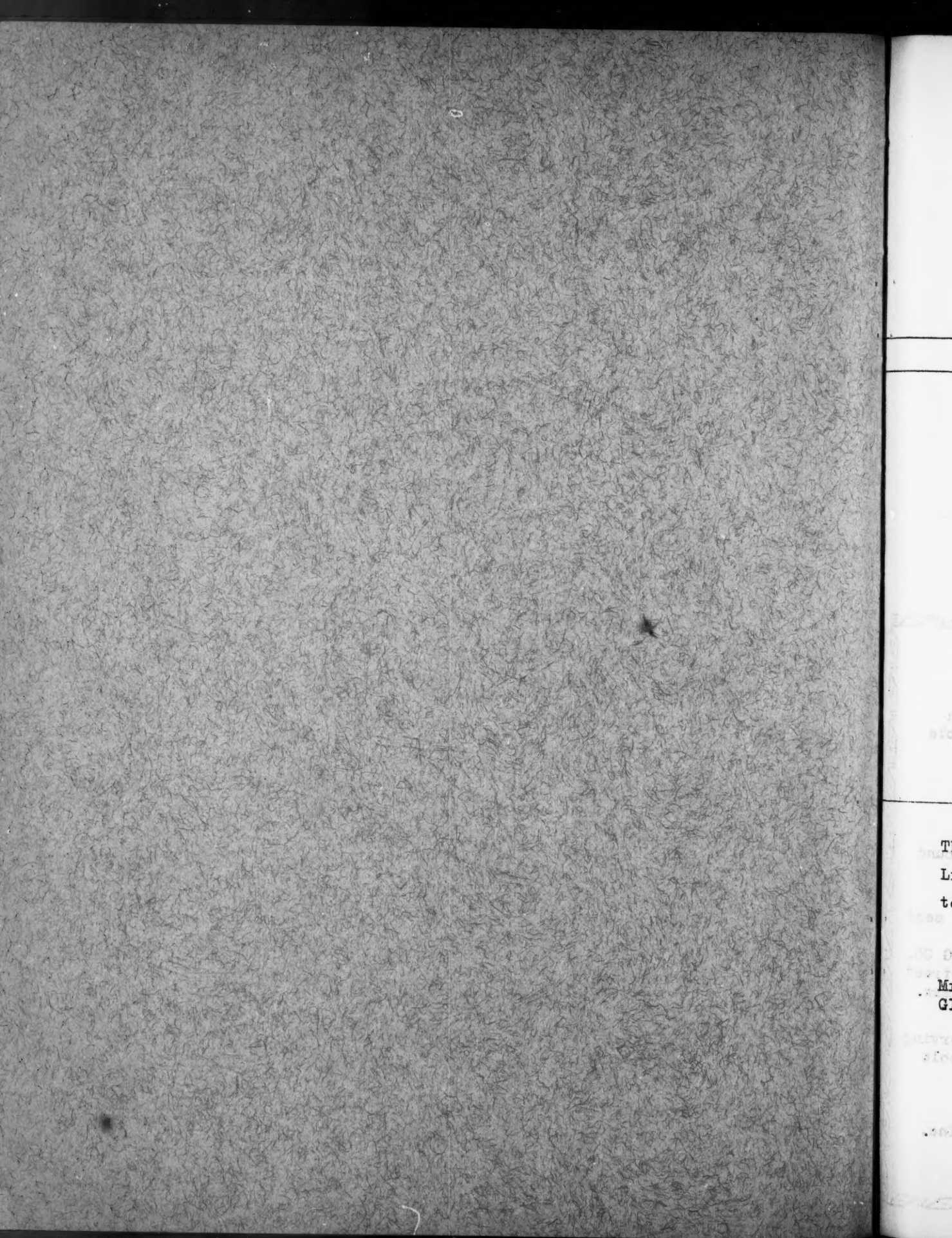
STATE LIBRARY

LIBRARY QUARTERLY



OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

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THE MONTANA LIBRARY QUARTERLY

Official Publication of the Montana State Library Association

Volume 1, No. 3

April 1956

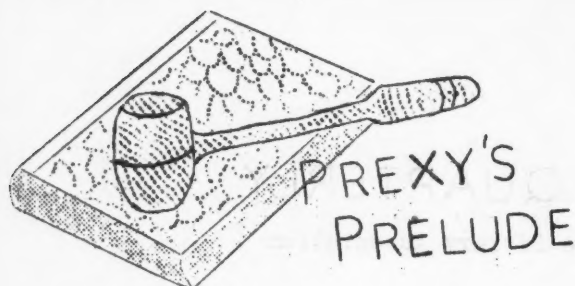
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The Montana Library Quarterly is sent free to members of the Montana State Library Association. To all others the annual subscription is \$1.50 payable to Mrs. Clare Smith, Public Library, Miles City, Montana.

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ARE OUR LIBRARY SERVICES CRUCIALLY IMPORTANT IN THE COMMUNITIES WE SERVE?

Today there came to my desk another issue of the ALA BULLETIN, with the provocative statement in President John Ricahrds' report to the Council that "If libraries are crucially important in this mid-part of the 20th century, then the people must be made to realize thier need for our services."

This year's theme for the Montana State Library Association has been "Know -- and Grow." And a two-pronged meaning stands behind those words. They mean growth for the librarian in his own personal understanding of responsibility for book collection and services, and by the same token they mean that the lay world must grow into an understanding of services immediately available in the library community and the potentialities of service where library support is adequately paid for from the community pocket-book. Strong citizens' support is sorely needed all over Montana to bring our library standards to a point of real adequacy. Much good is coming, and will continue to come, from well organized Friends of Libraries groups, both on a local and a statewide level; even more good will come when librarians and citizens together survey problems that have stood in the way of real library progress and together arrive at solutions so that

the day of acceptable and effective service is assured.

If this is a matter for grave consideration on the part of the American Library Association, even more it is a matter of concern for us of the Montana State Library Association, and for us individually in whatever community unit we serve. This is not the time for complacency for us as librarians; and citizens' groups dare not suffer from lethargy in the support of libraries. The learning process must be a vigorous one; and once learning of the best course we can take is accomplished, then comes the time we must dare to be responsible public servants. Only then will library services be crucially important in the communities we serve.

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THE IMPORTANCE OF READING

by Mark Boesoh

"If I were to pray for a taste which should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss and the world frown upon me, it would be a taste for reading..."

These words of Sir John Herschel, the famous British astronomer, are, I think, more applicable today than ever before. If there was ever a time when people have had a need for good reading habits, it is today. People need a shield today against the fast tempo of modern living and the uncertainties and vexations that exist in this turbulent age in which we live.

But what is it that the majority of the people read? Let's look at our own country. Newsprint consumption in the United States in 1951 was 77 pounds per person, the greatest in the world. Americans read newspapers. And what do they read in their newspapers? I don't think I have to answer that. Just pick up the latest edition of your own paper and see.

Now let's turn to books. And here you may be in for a surprise. The United States may lead in newsprint consumption, but in the publication of new books in 1952 we were behind the United Kingdom, Germany, France, and Japan. Yet we have a much greater population than any of those countries. There were 9,399 new books published in the United States during 1952 compared to 13,150 in the United Kingdom. But the United States has almost half of the radio receivers in the world, and far and away the greatest number of television sets.

The last bit of statistice which I will quote to you from the new UNESCO handbook, are, I think, quite revealing too. The United States has the largest number of students enrolled in higher education in the

world, plus the largest number of foreign students in higher education. Our young people are being educated, but for what? I wonder how many, after their formal education is over, follow the advice of Horace Mann to "edge in a little reading every day, if it is but a single sentence"? Certainly few of them would go along with Erasmus, who said "When I get a little money, I buy books; and if any is left, I buy food and clothes." We are turning out some excellent engineers, physicists, doctors, and lawyers, but we are not turning out nearly enough good readers.

The world of books is indeed, a wonderful world. People who read and enjoy good books live much better and fuller lives than those who cannot or will not read. Good readers live not just one, but many lives. Because literature is the expression of feelings, the reader can go along on the thrilling ascent of Annapurna, or he can go afloat on a raft in the ocean in the pages of "Kon Tiki." He can live in the days of the Revolution in a book like "The Tree of Liberty," or he can go along west with the mountain men in "The Big Sky." With each good book that he reads, he emerges a more full and experienced individual, with a greater depth of wisdom and understanding. A tyrant or a demagogue would be less apt to sway him, because he has run into such an unworthy before and knows how to deal with him. He is better able to face the issues and make the right decisions. Reading a good book is an exercise of the mind, and the mind grows and becomes stronger with the more exercise it is given.

But to read best is to read well. And to read well requires both study and guidance. The best time to begin reading well is while we are still young enough for our minds to be molded and influenced. But the paradox is, reading keeps our minds young, and it is never too late to acquire the habit of good reading. The best way to start is to read

what interests us. But here too we need guidance. Our interests often lie dormant until the spark is ignited that leads us to the books which wait to be read and enjoyed. And where do we find that spark? We find it often in talking with others, in reading about some book, and in a chance visit to our public library. It is the mark of a democratic country that people have available free library service where they may get the books to read that will lead them to new horizons of thought and experience.

Unfortunately, here in Montana we do not have available all of the library service that we as a free and enlightened people should have. There are too many of our communities which do not have a library at all. And there are too many

others which do not have the kind of libraries that they should have. Yet it is through the libraries that the people can best acquire the books they need to become good readers. Library science is as much a science as is any other science that deals with education or improvement of knowledge. The trained librarian can best guide the embryo reader, providing the spark that will stimulate his interests. By stocking the right kind of books, by the effective display of these books, our libraries can be the most effective means of making all of us better readers. I hope that the people of Montana will be provided with the kind of library service that will enable all of them to have the opportunity of reading the books that will be the means of living richer and fuller lives.



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THE WHITE HOUSE CONFERENCE ON EDUCATION

Ruth O. Longworth

On last November 28th, some 18,000 men and women gathered in Washington to think and plan for the nation's schools. This was a culmination of a year of study on a local, regional, and state level, throughout the nation.

President Eisenhower called the Conference because of the seriousness of the crisis that had developed in education: the crying need for more and better teachers, for classroom space and for better financing of the educational program.

The Conference was decidedly successful. The recommendations of the delegates grouped under the following three substantial achievements:

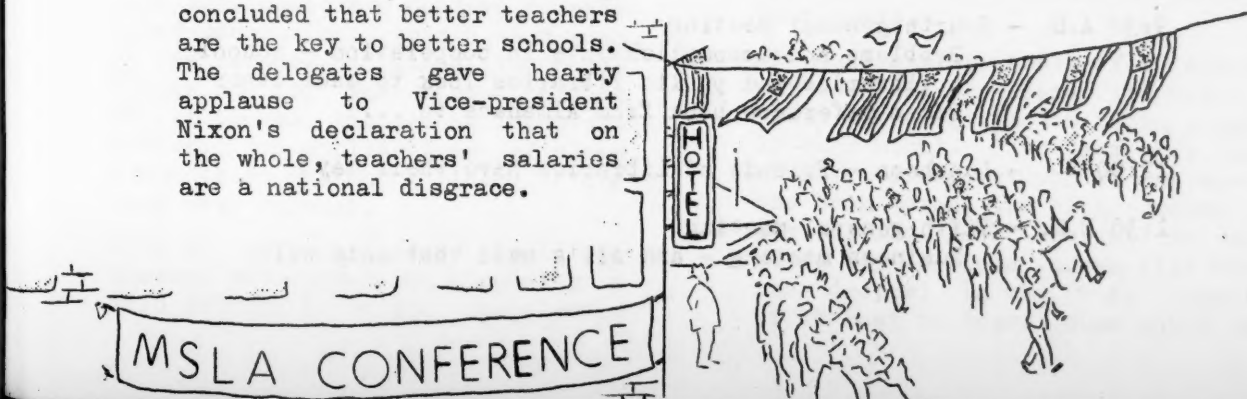
First: They demanded a broad-gauge program for education. They did not call for schools restricted to the Three R's and preparation for a college education. They demand and seem ready to pay for, comprehensive educational opportunities for our children and youth.

Second. The conference revealed a well balanced understanding of the needs of American education. The schools have been subjected to a great deal of criticism, much of it unfair and unfounded. The Conference did not emphasize this negative criticism, but correctly concluded that better teachers are the key to better schools. The delegates gave hearty applause to Vice-president Nixon's declaration that on the whole, teachers' salaries are a national disgrace.

Third: The Conference developed unusually fine teamwork between the educators present and the participants from other occupations. The educators were outnumbered two to one, both in the Conference as a whole and in the discussion groups. To my mind, this is a most important factor. The chief value of the Conference lay in the opportunity it offered to the American public, to those who pay for the support of the schools, to participate in formulating a policy for education.

I would like to have seen a better representation of librarians in the Conference. True, some of the states invited librarians to their meetings, but they are the exception rather than the rule.

Our Conference in Miles City pointed up the importance of cooperative effort between schools and libraries, as did the ALA Conference on which we patterned our meeting. Winnafern Moore has done an exceptionally fine job of follow-up this past year, bringing teachers and librarians together in her work shops throughout the state, so I believe we can be pleased with our progress in cooperative effort. It will be good if we continue to take a vital interest in all problems of education, to work in close accord with the educators. Mrs. Moore pointed out that our aims are identical: we are both working for progress in the same direction. Together we can take big strides!



MONTANA STATE LIBRARY ASSOCIATION
Kalispell, Montana
May 4-6, 1956

Conference Theme: KNOW - AND GROW!

Conference Guests: John S. Richards, Librarian Seattle Public
Library and President American Library
Association
Dr. Irving Lieberman, Director University
of Washington School of Librarianship

Friday, May 4

Pre-conferences (for all who can come early):
Recruitment problems - Librarians needed! How do we get them?
Standards for public libraries - measuring sticks for today and tomorrow

7:00 P.M. - No-host supper

8:00 P.M. - First general meeting
Business meeting
"Introducing Dr. Lieberman"

Saturday, May 5

9:00 A.M. - Second general meeting
Montana's libraries in a changing world - Post-war
standards in 1956 - Mrs. Catherine Chadwick, MSLEC
Promise of the Ford Foundation's survey for the Pacific
Northwest - Kathleen Campbell, MSU
ALA and the Great Northwest- John S. Richards, President ALA

12:00 - Luncheon - "Let's meet an author."
Third general meeting

1:30 P.M. - Workshops - Workshops - Workshops!
The new look in audio-visual materials
You and your legislative world (Budget problems,
legal problems)
The new look in publicity

7:00 P.M. - Fun at Big Mountain Lodge

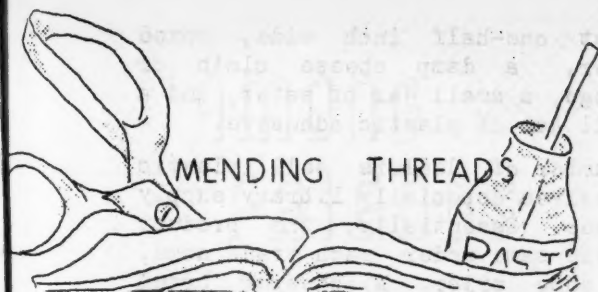
Sunday, May 6

7:30 A.M. - Friends of Libraries breakfast and business meeting

9:30 A.M. - Fourth general meeting
Problems and accomplishments in cooperation - school
libraries and public libraries look to each other
Basic reference book from Almanacs to ...

12:00 - Luncheon - Friends of Libraries have their day!

1:30 P.M. - Fifth general meeting
Business meeting - and all's well that ends well



(Editor's Note: From time to time the Quarterly will publish brief articles on book mending by Doris Wilson. Comments, suggestions, and questions will be welcomed.)

MENDING THREADS

Doris E. Wilson

The liquid plastic adhesives may be the answer to your mending needs if you just take time to learn how they will fit into your repair program. They may even help you to plan and establish such a program if you lack one now. Take, for instance, the small library with a budget for rebinding only such books as have proved their value to its reading public. Mending care will keep them presentable until circulation indicates that they are worth this extra cost. Temporary repair is no answer to the problem if it calls for expensive equipment, supplies or outlay of staff time. Why not examine the possibilities offered by the plastic adhesives?

The term mending in this discussion does not include recasing or recovering books, or renewing title panels. Light mending parallels the mending care we give our clothes to keep them looking neat and attractive. A stitch-in-time is a wise policy for both projects. Current publications do not have durable cover-cases. They rapidly show wear at the corners and along the panel hinges and for that reason, saving the cover-case becomes an important factor. Try applications of plastic on these weakening places before they wear through.

Oily or soiled places should be cleaned with denatured alcohol or a mild detergent before the plastic

liquid is used. Clip frayed edges or loose cloth threads with scissors and use the fingers to mold and smooth them down as the adhesive dries. A damp cloth or sponge should be near at hand to wipe up splashes and clean fingers while the plastic is still wet. As you work at mending the brush or applicator must always stand in a glass of water when it is not in use. Clean it well with soap and water as the mending is finished for the day. The "soluble in water" property attributed to this new product means that you may keep its creamy consistency by adding a little water as it is needed; you may protect the surface of your supply with a film of water as you close the jar for the day. These adhesives make good their boast to stick forever, as you will learn if jar tops and covers are not absolutely clean when you screw the lid in place. A thin film of vaseline will help to keep the top and lid working freely.

Use plastics on torn pages, loose pages, loose signatures and along the hinge where the end sheet loosens. Use no more than is necessary; let the liquid dry a little, then protect all mended places with waxed paper before the book is closed. These products begin to set instantly, however, they do not dry that fast. Strengthen the cracks that begin to show between signatures within the book with a couple of applications of plastic to cover the threads of the super and edges of the signatures. Prop the book open at a 90° angle until completely dry, protect with waxed paper, close and leave under a weight for twenty-four hours.

The best spring tonic for almost any book is to leave it under a heavy press for twelve hours, roughly over night. Just remember that the area of weight should not cover the book beyond the hinge-groove or edge of the book boards. By all means try to clean books that have been dropped in the mud. Usually it is best to leave them until the

mud is dry. Brush the spots to remove as much as possible, wipe lightly with a damp sponge or cheese cloth, protect with paper toweling and press over night.

The application of water tends to remove some of the dressing in the cover-case cloth and plastic may be used after the area is thoroughly dry to restore the surface again. Try diluting the plastic with water before it is applied unless the cover has had to be scrubbed in the cleaning process. Wrinkled pages may be reconditioned in much the same manner. We call this "washing pages". Straighten out the wrinkles, wipe quickly with a damp sponge, add blotting towels above and below, close the book and place it under a press.

These temporary mending jobs keep your books trim and attractive until they are ready for commercial binding. The necessary equipment is simple; scissors, a small brush with short rather stiff bristles

about one-half inch wide, waxed paper, a damp cheese cloth or sponge, a small jar of water, and a small jar of plastic adhesive.

A number of dealers sell plastic adhesives, especially library supply houses. Essentially, the product is the same under each trade name, the same price. A cheaper brand may not have the true plastic properties, i.e. flexibility when dry, milky in color to dry transparent, unfit for use after it freezes, evaporates quickly, soluble in water.

Liquid plastic adhesives are recommended for light mending because they require simple equipment and techniques, they need little work space and provide a good flexible bond. This is your chance to set up your own library laboratory. Learn the special uses these products offer your own library and let the Montana Library Quarterly know if you discover something special about their use.

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AMONG FRIENDS

Let's talk about the MSLA Annual meeting which will be held at Kalispell May 4, 5, and 6. After all, the Friends of the Library are associate members of the Montana State Library Association.

If the Library Services Bill for Rural Areas passes (we will know by May), there will be many projects and much work for us to do.

Considering all the details that librarians must handle and the problems to be solved at this three-day annual meeting, it seems to me they are treating us handsomely to give us the amount of time which they have allotted to us on their program. Let's reciprocate by attending. If you can't be there the entire time, at least attend the Sunday sessions. Better get there on Saturday night as we start with a Friends of the Library breakfast at the unholy hour of 7:30 A.M. on Sunday.

Just this once I'm sure you can make so early a date. We have so many fish to fry. To me the prospect is exciting. We have limped along this year although accomplishing a lot. Nevertheless, it was a hit or miss affair. Now we have proved to ourselves and others that we can be of service to our communities and our libraries. We are ready to take the next step that is set up state wide machinery for our Friends of the Library Organization.

At this breakfast meeting we should select a state board with project chairmen and decide about a few simple but meaningful jobs which can be tackled and carried through in 1956-1957. Also we should set up some long time goals and figure what can be done about them during the coming year.

Who does this? In talking over this with the M.S.L.A. President, Miss Virginia Walton, we felt that every County Association, now functioning, should have at least two official representatives on a state wide board. Of course more than two are urged to attend the meeting but only the two would have official status. Then there should be representation from the list of isolated F.O.L. members, such as myself, who belong to no local group.

I hope to have 50 members there. Am I too optimistic? Please, prove I'm not by coming.

Some Librarians have asked to sit in on our breakfast. Certainly we want our MSLA President. But I have made it quite plain that librarians are not to take active part in the meeting. Therefore it is doubly important that F.O.L. members should be there and conduct their own meeting.

Then Sunday noon we have charge of the Luncheon meeting for the entire group. We are planning to put on a demonstration to show others how a Friends group can function in a community in interesting the lay people in the library services which are available to them. Through such a demonstration we hope to get librarians, now a little dubious, thoroughly awakened to the advantages of organizing Friends of the Library groups in their areas.

In order to cut down on travel expense please contact other friends so that the trip to Kalispell will not be a financial burden.

For those who know and love the Flathead, it will be a wonderful opportunity to revisit that lovely area. For you who are strangers to it, you have a treat in store.

But over and above all, the trip will be worth the effort because of the friendships which you will make. It will be gratifying to meet others who have similar problems. Just talking your problems over with them will give you new insight and will go a long way in solving them.

So---Be seeing you in Kalispell on May 6th.



Free materials! Where can we send for worthwhile items? Your problem will be helped greatly through the latest (1956) edition of Free and Inexpensive Learning Materials. The book is published by the George Peabody College for Teachers in Nashville 5, Tennessee and may be obtained for \$1.00. All materials included in the list were examined and evaluated so a dollar spent may save you many.

Posters, bulletin boards, etc., may be conveniently stored for future use in paper garment bags. Put in a clothes hanger, slide in the material, fold and seal the bag with staples, label and hang away in a closet.

When it is necessary to use a regular shelf for big, awkward, over-size books or pamphlets turn to the shop boys. They can quickly make a false shelf of quarter inch plywood with dividers every seven or eight inches. A thin strip of wood across the back will hold the dividers firm.

We are always desperately eager to locate books and materials that will be helpful to the retarded reader. Any list we find, we look over anxiously to see if it will answer our problem. If you are not familiar with the following items, get acquainted. If you are, have you called them to the attention of your co-worker? What lists have you found especially helpful?

Books for Severely Retarded Junior High Readers. U.D. Lutz.

English Journal 39:439 - 47. Oct. 1950. Some basic suggestions for further information as well as a good list of books with reading levels noted.

Books for Tired Eyes: a list of books in large print. C. Matson and L. Larson: A.L.A., 1951. Books for adults as well as children are included. Often the appearance of large print is the encouragement needed for the reluctant reader. May be a help for locating stepping stones to independent reading.

Books for the Slow Learner. California State Committee on Developmental Reading. National Association Secondary School Principals Bulletin 35:40-42. February 1951.

Good suggestions on list. However, entire issue is given to reading instruction for slow learner. Expose your school staff.

Fare for the Reluctant Reader.

A.E. Dunn and others, rev. ed. Capital Area School Development Association, New York State College for Teachers, 1952. Brief notations of books in various categories are given for readers in the junior and senior high schools. The list was revised in 1952 and may be obtained for \$1.00.

Vocations in Fact and Fiction.

K. A. Haebish. A.L.A., 1953. Vocational books are read. While this list contains books for all young people, the easier books are identified by stars.

Sometimes having the athletes in the school library serves two or more purposes. One, it shows idolizing youth that the library isn't just for "sissies"; two, it exposes those often reluctant (not particularly remedial) readers to books. The inoculation may take! The danger of discipline problems is evident but again responsibility usually controls their impulses. I felt the results justified the effort involved.



A series of meetings of great importance to the future of the Commission was held in Helena, February 5-6. The Commission itself heard the report of the first six months' work of the Library Consultant, and discussed at length the future location and housing of the Commission, as well as its future policies and plans.

Immediately after the Commission meeting the Committee on Federal Aid, appointed by Miss Campbell as a consultative group to the Commission, met. The group consists of Mrs. Chadwick as chairman, Miss Campbell as consultant, Miss Lesley Heathcote, Mrs. Ruth Longworth, Miss Virginia Walton, Mrs. Marjorie Moores. The implications of the question to our state, which is one of those for which federal aid was specifically designed, since the money must be spent in rural areas (rural to be defined as communities with less than 10,000 population) or by larger municipalities in extending their service outside the city, were thoroughly covered by the discussion. Since the State Library Extension Commission is appointed by law to administer the funds if they become available Mrs. Chadwick is working on planning possibilities with the assistance of the committee.

The third meeting of the series was that of the Legislative Committee of the M.S.L.A. headed by Mrs. Atta Graybill, formerly of the Commission and now a member of the board of directors of the Great Falls Public Library. Mrs. Graybill's work in promoting legislation of value to the Commission is well known.

The Commission staff is busily setting up standard school collections under the direction of Florena Vinal. Three types of standard collections

will be available, for all-grade school situations, for primary and for upper grades. These collections are carefully chosen and will remain intact, to avoid the mechanics of charging and discharging the books in our limited quarters. The handling of the collections is through a multiple invoice system.

The staff is trying out this new system, hoping that there are not too many "bugs." If it is successful, it will greatly facilitate work at headquarters. Special collections, and special requests will be handled as usual. The new system is an effort to cope with our ballooning school demands, which, incidentally we are delighted to have since they indicate an increasing interest in reading in our schools.

An article by Mrs. Chadwick describing the new library built and dedicated in Kern County just before she came to Montana is included in the February 15th issue of the Library Journal.

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MONTANA STATE LIBRARY ASSOCIATION
Forty-second Annual Meeting
Proceedings, Part III

The fourth session convened at 2 P.M., May 7, for a panel discussion on the subject of "Cooperation between Schools and Libraries: How Effective Can it be," with Mrs. Gretchen Schenk presiding and David Clift, Mrs. Winnafern Moore, Eilene Morrison and Mrs. Inez Herrig participating.

Mrs. Herrig opened the discussion by outlining the cooperative reading plan of the Lincoln County Library and county schools--a year-round project that has as its purpose the promotion of reading habits rather than the circulation of books or even, primarily, the forming of the "Public Library" habit. The books are in no way confined to those in the library. Incidentally, however, the project demonstrates to the teachers the value of the county library and the desire of the library staff to work with the schools.

Mrs. Moore made the point that the goals of the library and of the schools are essentially the same. She said that this was the first M.S.L.A. meeting she had attended and she had been inspired to find so many people working so intelligently and enthusiastically towards goals which are also the goals of school people.

Mr. Clift added that we are apt to drift into the habit of thinking that because one institution is located here and another there, their aims are essentially different whereas when they are able to get together, they frequently find their goals are very similar although their method of approach is different.

Mrs. Schenk emphasized that although some people think there is competition between the school and the public library, actually there is none. The child with the reading habit reads more and more and therefore each institution supplements the other in its work. How-

ever there is necessarily some differentiation. The thing to ask is where should each institution be strong.

A suggestion was made that the schools had the responsibility of teaching the mechanics of reading whereas this was not a library function and the group concurred. Another suggestion that a school library should have a strong reference collection whereas the collection of the Children's Department of a public library should be largely recreational was queried by Eilene Morrison. She maintained that differentiation does not fall along exactly these lines. It is more a matter of cooperation in use of budgets. The schools feel obligated to order basic books that they can use year after year to fit into their curricula. They use the Public Library for the enrichment of their collection. The efforts of the school library, however, need to embrace both recreational and reference use. It is the schools' responsibility to educate children for life in the community after they are through school and such a responsibility can be fulfilled only through the promotion of all possible use of the school library, combined with full encouragement of the children to make the widest use of community libraries. As far as the reference collection is concerned a good school library and good public library should work together on a buying program each supplementing the other. In some ways the school library's problem is simpler than that of the public library. Both children and teachers are in the school and they automatically use the library within their walls to answer their questions whereas the public library has to devise ways of getting the children to enter the library building.

Lesley Heathcote stated that at Montana State College the staff is trying to educate all future teachers, not just school librarians, in the use of library materials and know-

lodge of what the Public Library is and what it can do. She further remarked that where there has been so little understanding in the past, everything should not be left to the schools. The public librarians have a responsibility to make an approach to the school librarians.

It was proposed that the approach should not only be made individually but also in association meetings. Efforts should continue towards getting more school people to attend M.S.L.A. meetings and public librarians should be invited to M.E.A. sessions. Alta Lucius, school librarian at Conrad, advised that school librarians would welcome this. She said a year ago she went to the M.E.A. meeting at Great Falls and attended a delightful school library section. This year it fell flat. She believed the school library program of the M.E.A. meetings would be improved by joint meetings of librarians with M.E.A. Merwin Moores commented that both he and Mrs. Moores had been invited to attend M.E.A. meetings at Great Falls and that he was convinced the school people, as well as librarians, are interested in breaking down the separateness between the schools and public libraries of the state.

Cooperative book buying and cooperative book processing were mentioned as two areas in which school and public libraries might get together and find mutual help. Ruth Longworth described the cooperative book processing of the Glacier County Library and county schools and Evelyn Swant referred to the former set-up in Missoula County under which the Board of County Commissioners contracted with the city library for the purchase of books for county schools. Mrs. Schenk touched on mutual consideration of remedial reading and other problems as a means of bringing about cooperation between public libraries and school people. She pointed out that it was easy to cooperate if one had a point of common interest and added that a public librarian who has found such cooperation hard sledding might seek opportunities

to bring up such problems.

Mrs. Moore commented that in some cases public libraries have helped the school libraries by loaning them room collections. She raised the question of whether the room collection was the answer. Was it not better to have a central school library? Eilene Morrison replied that room libraries are fine so long as they are changed frequently. Unfortunately very few elementary schools in the state have librarians. The room libraries are therefore usually static. The room teacher is in charge of the books and the collection remains the same. She proposed that it might be possible to have a county school librarian who would go from school to school changing collections. Mrs. Graybill voiced the opinion that in effect the Commission is doing just that when it loans room libraries to county school.

Mrs. Schenk asked how books loaned to schools from Public Libraries were handled. Clare Smith explained that in Miles City the Public Library charges rural teachers a small fee. City teachers pay no fees but the numbers of books they take for room use is limited to ten. Books cannot be removed from the schoolroom library table so the teacher is not responsible for circulation. Ann Whitmack added that in Billings the county school boards paid a fee for each room. It was the consensus that the putting of purely recreational reading material in the form of room libraries in schools and communities where there was a great dearth of such material had definitely resulted in an increase in the reading ability of the children concerned.

Mrs. Schenk raised the question: "How can we get taxpayers and school administrators to put more money into buying children's books for schools. Are we doing the right thing, or are we delaying development, by this token service?"

Mr. Clift replied that the ideal must sometimes be approached by degrees. Each school should have a librarian, adequate quarters and a

good book collection but there are two ways to work towards these goals. The first is by the kind of cooperation we have been talking about. If good, and if the service, token though it may be, becomes better and better, it may result in what we want. The other method is by direct frontal attack.

Eilene Morrison stressed that it was not enough to make an approach to the teachers. We must educate administrators and make them aware that librarians are trying to help every child, every teacher, and every department in their schools. Frances Plummer agreed that cooperation from administrators was essential. She deplored the fact that only five administrators had attended the library section of M.E.A. at Billings last fall. The chief hindrances to good school library work in the state are lack of trained librarians and inadequate budgets, she argued. These hindrances could be partially overcome by the support of informed administrators. Mr. T. A. Hunt, Superintendent and Librarian of Klein High School recognized the critical role of the administrator and urged that administrators needed education with reference to services offered. Lesley Heathcote remarked, in this connection, that at the State College the staff were hoping that some administrators would take the course that Eilene Morrison gives in library administration during the summer.

Mrs. Schenk thereupon suggested that an administrator who had had good library experience would be more apt than others to realize the importance of the library--and by this she meant experience in good public and college library service as well as school library service. Maybe, on the local level, we should begin by striving to win his appreciation of the service of his public library. This might be an argument for the indirect approach.

In response to the suggestion that the library requirements for schools be made stronger, Eilene Morrison

averred that administrators must know where to find trained librarians before we can put too much pressure on them. The new thirty hour course to be given at the State University, as well as the courses at the State College, were mentioned. Merwin Moores pointed out that as far as library education of elementary teachers is concerned, we must take into consideration the difficulty of getting a course on the use of the library or library methods into the curriculum when the training schools must turn out teachers who can go out and teach at the end of two years. At Havre the teacher librarian course starts at the third year level and even there it runs into difficulties of competing interests. This quarter, Mr. Moores had started with twelve students and now has but five. Alta Lucius proposed that the school librarian might help solve this problem by enlisting the interest of promising youngsters in library work and in becoming teacher librarians.

The seventh session was held Sunday morning, May 8 at 10:30 a.m. and took the form of a discussion of "The Library and the Elementary School", with Mrs. Winnafern Moore presiding. Mrs. Moore introduced Mrs. Laura Jane Taft, Glacier County Superintendent of School, who opened the discussion. Mrs. Taft observed that if a democratic government is to function it must have an informed citizenry. The schools' responsibility is therefore to teach boys and girls not only the mechanics of reading and arithmetic but also to engage in critical thinking. The schools must help them to gain the ability to weigh both sides of a question and come up with a wise decision of their own. For this, wide reading and ability to read with comprehension are essential.

Mrs. Moore concurred. She stressed that today's citizens must be very well informed in order to be intelligent voters. Their education must be continuous and in this public librarians have a large part to

play after schooling is over. But the schools are under an obligation to do everything possible to prepare children for adult responsibilities during the relatively short time they have them within their walls.

Surveys have shown that the adult population of today is attaining only about fifty percent of its reading potential. Adults need both more speed and more comprehension and the lack of one hinders the other. The school people of the United States and of Montana are much concerned about this. They realize that the work we do with youngsters now will bear fruit with adults later. Consequently last October the schools of Montana started a pilot program confined for the present to the sixth grade in one rural school in each county. At the beginning of the program the pupils are given three tests: a speed test, a comprehension test and a combination of the two, the composite score being the most important. These tests are followed by drill and more tests. So far the results have been most encouraging. Last fall the state officials met with the county superintendents and explained the program to them. This year they will meet with teachers on a county-wide basis and will urge them to incorporate, into their teaching methods that the program has proved to be feasible. Libraries are necessarily vital to this program. Anything that can be done to foster better libraries will be of aid to it.

Mrs. Moore mentioned the talk that Eilene Morrison had given to the county superintendents and she commented, also, on the Superintendents' enthusiastic response. She described the sample book-case which adapts itself to a school with inadequate library space because it can be kept closed and safely locked in an all-purpose room except when the room is in use for library purposes. She told of the colorful and attractive book covers made

from wall paper samples or gift paper ironed out and available to schools that cannot afford plastic covers and that are faced with drab bindings when the original book covers are worn out.

Virginia Walton commended the dressing up of a book as part of the program of making reading attractive to children. She suggested that this could often be done in the classroom as an art project. She pointed out, however, that the use of plastic covers had a double value in that they saved the binding and this saving could be counted against the original cost of the covers. Eilene agreed that such covers should be purchased when possible and their advantages should be brought to school peoples' attention but she was of the opinion that the infinitesimal library budgets of some of our county schools often made it necessary to fall back on home-made substitutes. At this point the representative of Bro-Dart book covers, who was at the back of the room, was asked to give a demonstration of his product.

In connection with the use of plastic covers to save book-wear, Doris Wilson urged the need of teachers having knowledge of proper mending materials and methods. She emphasized especially the inadvisability of using scotch tape--seemingly the first recourse of the uninitiated. She advocated, as an economy measure, the buying of mending supplies at a county office and dispensing them to the individual county schools.

This turned the attention of the session to a consideration of ways in which teachers could acquire knowledge of mending methods. Helen Ewing informed the group that at the Glasgow Public Library the mending department was in the room from which the Valley County teachers picked up their books. The teachers who came there invariably expressed much interest in the mending. They asked pertinent questions and got new ideas. Clare Smith described the very successful workshop that

Doris Wilson had given for teachers in the Miles City area on Friday morning. She said this was the result of a similar workshop given by Miss Wilson in Missoula which some of those who had attended had been very anxious to have duplicated in other sections of the state.

The need for such workshops was stressed and a proposal was made that they might be put on by county superintendents or by county librarians--possibly by a county school librarian who might be very effective in bringing about better school library methods in counties that have a lot of one- and two-room schools. Mrs. Moore expressed regret that present budgets made it impossible to get such supervision from the county level in Montana. She added that any help the schools could get from the outside for mending or other demonstrations would be much appreciated. She asked if a reasonably profitable mending demonstration could be put on say between 3:30 and 5:30 P. M. She also made the comment that she would like to see one good library corner, embracing Eilene's ideas of attractive shelving and seating arrangements, colorful book jackets, etc., and including proper mending equipment, set up in each county. She was assured that from this model library corner the idea would spread to other schools in the county. With reference to mending, Lesley Heathcote remarked that she would be very pleased to try and arrange to release Doris for demonstrations. It was mentioned that Doris gives such instruction in the teacher-librarian courses at the college.

Other areas of cooperation between the public libraries and the schools, in addition to that of book mending instruction, were considered. It was repeated that too many school librarians were spending time in processing books that ought to be spent in serving children, a situation which could be greatly improved through cooperative book processing.

Cooperative book selection and pur-

chasing were also recommended. Eilene Morrison suggested that county librarians should let teachers know about the tools they have which would be of help to teachers in their selection of books, and, that if the basic book selection tools were not available in a public library at the county seat then they should be available in the county superintendent's office.

Perl Coombes evinced regret that the office of the Superintendent of Public Instruction had not put out a library list in recent years. Mrs. Moore explained that, since 1940, textbooks were no longer adopted on a state-wide basis and, because of the implications of the law passed at that time, state officials were reluctant to recommend certain books. She asked if it wouldn't be a good idea for the librarians to get out a list. To this Ellen Torgrimson replied that there were hundreds of good lists on the market and a new one would be superfluous. Mrs. Moore thought it might be helpful to have a bibliography of authorized lists.

Virginia Walton raised the question of high pressure book salesmanship and parents' as well as teachers' vulnerability to it. She spoke of the desirability of having the Subscription Books Bulletin and Children's Catalog available for evaluation and of publicizing the fact.

Ruth Longworth suggested that such publicity might take the form of several "lurid" articles in the local paper. She also remarked that there is a ruling that all rural school purchases must be approved by the County Superintendent but it is not generally carried out. Mrs. Moore informed the session that the State Superintendent's Office gets the "Hart evaluation of reference materials" that is put out by the Newark schools and distributes them to the County Superintendents.

Eilene Morrison emphasized that fact there are so few places where teachers in Montana can go and see books. They order sight unseen and

don't know what they are getting in the way of binding, illustrations, etc. Furthermore few of them know anything about the possibilities of pre-binding. Ellen Torgrimson spoke of the advisability of getting samples from publishers and sending displays to county-wide meetings. She said the Commission has sent some such displays. Mrs. Moore agreed that this was a good idea but she said it is best to make such displays a part of the program of the day. It is necessary to see to it that the display is talked about and discussed, otherwise it is often overlooked.

From the discussion of these particular areas of cooperation, the session went on to a more general discussion of means of bringing about cooperation between public and county librarians and teachers. Mrs. Taft was of the opinion that most teachers wanted to cooperate with librarians but usually they are untrained people. They don't know much about libraries. Public librarians need to let them know what services they can expect to get from a library before they can use it and before they can get out and help support it. Actually, Mrs. Taft reiterated, communities don't know enough about library service to express their wants.

Kathleen Campbell suggested that the Commission's field workers, when visiting public libraries, might be able to make the opportunity to bring teacher librarians and other librarians together. Ruth Longworth expressed the conviction that it would be a good thing if county superintendents would invite the city librarians to fall meetings. Mrs. Moore acquiesced. She insisted that advantage should be taken of all opportunities for such meetings. She also re-emphasized Mrs. Taft's remarks on the needs of libraries making their services known to the schools. She maintained that when a teacher is accustomed to library service she uses it; but she added, librarians must give lots of time to educating them. She suggested

that to bring about opportunity for such understanding a librarian might take some mutual problem to a county superintendent's meeting and solicit the help of the teachers, thus capturing their interest, then follow this up with other meetings in which she tells them about services.

Eilene Morrison stressed, as she had in a previous session, that all of us must work with administrators. She instanced that administrators must be educated to the fact that teacher librarians need to have some time to work in the libraries. All hours must not be taken up with teaching so that library work has to be done after hours if done at all. When someone asked if this was not taken care of by state requirements, Eilene replied that requirements are often overlooked. If the state could have a person go around and evaluate the school libraries it might help to bring this matter to the foreground.

Mrs. Moore inquired if it would be practical for the county library to have an administrator's visiting day. Since administrators are crowded for time, it might be well to get some influential people who are friends both of the library and of the different administrators, or someone on the school board, to invite the administrators to the library and then use the time to show them all the ways in which the public library might cooperate with the schools, thus getting the administrators interested in working for good library service on all levels.

The difficulty of working with city teachers was next advanced. It was stated that something more was needed than a tour of the library by teachers and children during book week, for instance, which did get them inside the library where they could see what was available but did not allow time for exploring areas of cooperation and discussion of common problems. It was indicated that even the more cooperative administrators seemed to find it dif-

ficult to arrange to give the public librarian sufficient time on their crowded programs.

Elizabeth Pittman remarked that when the Lewistown Public Library commenced to work with the schools, the administrator agreed to bring the school teachers to the library on the regular meeting date. This afforded the librarian an excellent opportunity to sit down and talk to them. Mrs. Moore recommended the idea of asking the administrator for the privilege of having one of his regular meetings in the library as a policy to be followed by other librarians. Ruth Longworth was of the opinion that it would help if a suggestion came from the state office to the effect that it might be advisable for administrators to have librarians at their meetings and give them time to discuss common problems and programs. Mrs. Moore agreed to mention this in the state office and also to suggest that administrators be urged to seek for more cooperative programs in the matter of book mending and book selection.

The meeting adjourned for a luncheon session at the Metropolitan Cafe, with Mrs. Kenneth M. Brown of the Miles City Carnegie Library Board presiding. Entertainment was provided by the Custer County Junior College students. The delegates were all somewhat weary after two very concentrated days of considering library problems and the light-hearted entertainment provided was just what they needed.

The meeting reconvened at 1:30 P.M. for the final business session.

Rita McDonald, Secretary, announced the names of the House Subcommittee to consider the Library Services Bill which had been received via telegram by Mr. Clift and urged that individual letters in support of the bill be sent these members in addition to the letter from the Association.

Clare Smith read a letter of greeting from Jeane Lewis Sturdevant, Kalispell.

Cornelia Sherman read the report of Loretta Peck, chairman of the Committee on the 1950 Meeting Place. Kathleen Campbell moved that we accept an invitation to meet next year in Kalispell as reported by the Committee. The motion was seconded and carried.

Pauline Rich, Chairman of the Resolutions Committee, read the Committee Report and moved its acceptance. The motion was seconded by Lesley Heathcote who in doing so informed the membership that as author of the second part of the resolutions regarding lurid cover designs on paperbound reprints which are a misrepresentation of the book's contents, the committee were in no way attempting to impose censorship but merely asking the book publishers to use common sense. As a matter of fact the resolution was designed to encourage sensible publishing policies with the view to improving a situation that might otherwise give censor-minded individuals an opportunity to agitate for censorship. The motion for acceptance was put to a vote and carried.

President Ruth Longworth called on Secretary Rita McDonald for a report on the resolution passed at the morning Trustees and Friends of the Library session. Rita stated that those who met at the morning session wished to have the following recommendations presented to the business session for Association action:

That there should be formed within M.S.L.A. an informal division or committee of lay people, which committee would represent the Friends of the Library who are associate members of M.S.L.A. and which committee would head up any activities that such members might wish to take, as lay friends, in support of libraries and library development in the state.

That Harriette Cushman be named chairman of such a committee and Mrs. Wehr secretary-treasurer and that Miss Cushman be instructed to select a corres-

ponding secretary from among friends or associate members who live in the vicinity of her place of residence.

It was also the thought of those present at the morning session, but such opinion was not embodied in a definite recommendation, that the Association might consider making changes in its constitution so as to give its Associate members a more official means of expressing their lay interest and support through the M.S.L.A. organization. It was further suggested that funds should be made available to the suggested lay committee for necessary expense.

On the motion of Lesley Heathcote, the recommendations of the morning session were approved and it was directed that an informal committee be set up with the officers suggested but that consideration for changes in the constitution be deferred until next year.

Perl Coombs made an additional motion that the Friends of the Library Committee be permitted to draw funds for necessary expenses not to exceed \$50. The motion was seconded and carried.

Mrs. Coombs further impressed on those present the desirability of one hundred percent participation of library trustees as associate members of M.S.L.A. She mentioned that in Iowa where there was such participation it was the practice of individual libraries to pay the dues for their trustees and she suggested that everyone take this idea home to their Board.

Kathleen Campbell made an announcement that there had apparently been some confusion in the minds of some people in the state as to the purpose for which tax money, ear-marked for the support of libraries, could be spent. There was some belief that such money could be used to establish a building fund rather than exclusively for operations. Kathleen moved that the incoming legislative committee ask the opin-

ion of the Attorney General as to whether this was legal and that the opinion be filed with the State Library Extension Commission and the Montana State Library Association. This motion was seconded and carried.

Lesley Heathcote moved that the Montana State Library Association take over the mimeographing editing and circulating of Montana Libraries, as an experiment for one year, with the understanding that the mimeographed publication would be larger than hitherto and would be distributed free to all members and associate members of the Association but a small charge would be made to others depending on the cost and furthermore that an attempt would be made to defray costs by soliciting advertisements. The motion was seconded.

In the discussion that followed it was mentioned that when published by the Commission, a state agency, the publication must be printed and cannot accept advertisements which means that Montana Libraries cannot afford an expanded publication. In answer to the query as to where we could get material to put in such a publication, Miss Heathcote replied that we could publish fuller proceedings and many news notes as well as pertinent articles. She said that Idaho finds its mimeographed publication an excellent medium to keep everyone informed as to what is going on. If we had such a publication we would be able to circulate it to our associate members as well as to the libraries and/or librarians in the state. Merwin Moores' query as to who would be available to edit the publication was answered by Mrs. Longworth who said the Executive Board had its eye on Miss Heathcote. There was some discussion of the undesirability of a change in format but the consensus appeared to be that this was not a serious difficulty and could be overcome. The Question was called and the motion carried.

Mrs. Longworth once again expressed her sincere appreciation to the

members and officers of the Association as well as all those from both inside and outside the Association who had participated in the meeting and presented the gavel to the new president, Virginia Walton.

In taking over the presidency, Miss Walton said that this was one of those occasions upon which she admired the temerity with which she sometimes approached a situation and said, "Yes" to a lot of work. However, she intended to share that work with others and those who elected her might be dismayed to find she was one of the "workingest" presidents the Association had yet known. However, she was not really concerned about the membership's reaction to being called upon for help. Two years ago it had been truly a pleasure to return to a state which is pioneering. In the Montana State Library Association we are all missionaries together. It is not a matter of one band or one individual doing all the work or taking the leadership. We have always set a high standard of co-

operative effort and community interest but at intervals there comes a time for new direction and that Mrs. Schenk had brought to us at this meeting. In fact Miss Walton said she was convinced that Mrs. Schenk's coming to Miles City was one of the best things that has happened to the cause of library development in Montana.

Miss Walton went on to say that all of us must be continually looking for ways of promoting what is for the good of the libraries of our state. It is evident that we have been thinking in terms of greater areas of service but, she asked, "Are we talking about it?" She stressed the idea that "It does not do to underestimate the power of casual suggestion." We must have conviction in the future of library development and our thinking along this line must be translated into speaking about it to everyone with whom we talk and everyone with whom we work. Miss Campbell has said, we must keep our eyes on the ball.

Clare Smith thanked everyone for their cooperation in making the meeting a success and especially those who came from long distances to attend this meeting in a far eastern corner of the state; and she announced that it had been planned that a closing tea be given at the Library of the Veteran's Hospital by the Miles City Woman's Club but since this was National Hospital Week the tea was being given by courtesy of Uncle Sam for all visitors to the Hospital; however, there was to be a "very special" open house for librarians at the Library.

The meeting officially adjourned. Many, however, attended the open house and tea and announced it to be a very delightful ending to one of the most informative and inspiring meetings the Montana State Library Association has yet held.

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Jean Todd

Don't well short the value of science fiction as bait for your young readers. The Youth Rooms of the East Orange, New Jersey Free Public Library include science fiction in the science section. "Thus science fiction and books like "Across the Space Frontier" are intershelved with the 500's and biographies of scientists---a painless means of encouraging the use of this section." To those librarians who find it hard to sell themselves on science fiction, the author recommends: Issac Asimov's PEBBLE IN THE SKY and I, ROBOT; Arthus C. Clarke's ISLAND IN THE SKY and EXPEDITION TO EARTH; Ray Bradbury's MARTIAN CHRONICLES; Robert Heinlein's BETWEEN PLANETS and RED PLANET; Chad Oliver's MISTS OF DAWN; Hal Clement's NEEDLE; and Jack Williamson's HUMANOIDS.

From "Using Science Fiction as Bait," by Learned T. Bulman, Head, Youth Service Free Public Library, East Orange, New Jersey. LIBRARY JOURNAL, December 15, 1955.

* * * * *

No Montana librarian will want to miss JUNIOR LIBRARIES' January 15 issue which is devoted to exhibits, and is crowded with practical advice for the jack-of-all-trades librarian who must plan and carry out posters, signs, and window displays even though her art background is meager. A few pointers from this issue:

1. Put exhibits and public relations first on your agenda. Think about them when your mind is fresh. Save routines for later.
2. Spend your time thinking and planning, not just cutting and pasting. If you don't letter easily, don't letter; (see page 5) save your time for more professional work than lettering and have a professional sign painter make a sign for less than your

time costs the library

3. Don't be a string saver. If you believe that more support for the library program would be one of the best investments the community could make, don't be afraid to come up with plans that cost money. Anything that saves your time saves the community something it is paying good money for.
4. Surprise, change, and interesting detail are three important ingredients of good exhibits.

* * * * *

WEEDING AND DISCARDING

Marjorie Vivian

The difficulties involved in maintaining a live, working book collection concern small and medium-sized school, college, and public libraries everywhere. Howard F. McGaw discusses this problem in his article, "Policies and Practices in Discarding", published in the January 1956 issue of Library Trends. While his article is intended primarily for the college librarian, the subject matter is also of interest to public librarians. The following summary should prove helpful to anyone considering a weeding or discarding program.

College librarians have long been concerned about the size of their collections. Twenty years ago Louis Shores said that the average undergraduate library should be highly selective and definitely limited in size and scope; and that if 500 new titles were purchased each year, 500 old works should be weeded out for discard. The result will be a highly serviceable library with a collection of basic books and an ever-changing selection of ephemeral material. Others have expressed similar ideas. What has been said of college libraries applies with equal force to school libraries and with even more force to most public libraries.

In order to distinguish between the terms "weeding" and "discarding", Mr. McGaw states that when a book is discarded, it is weeded, but that when it is weeded, it is not necessarily discarded. To keep library collections up to date, hundreds of thousands of volumes are weeded out every year, but most of these volumes are simply shifted from active shelves to other locations where borrowers will be less conscious of them. "Weeding" then, is the practice of discarding or transferring to storage superfluous copies, rarely used books and material no longer of use. Discarding is the official withdrawal of volumes from the library collection because they are unfit for further use or are no longer needed.

Many librarians talk about the desirability of weeding, but few take action, probably for the following reasons: (1) the book has long been regarded as a sacred object; (2) there is always the possibility that somebody might need the book in the future; and (3) the natural tendency to put off the process until some indefinite date when there will be more money, more staff, or more time. The author repudates these arguments by saying that when a volume has lost its "spark" or its utility, it is just so much paper, ink, and cloth waiting to be discarded. Only our large research institutions can afford to shelve all books until the distant day when somebody shows up to use them. The only way a non-research library can keep within its financial and space budgets is to provide what is needed, not for everybody, but for its own special clientele, and not for all time, but for today. The way to avoid putting off the task or of being forced into an unsystematic, wasteful and fatiguing ordeal of discarding, is to establish a continuous discarding policy with systematic completion of the process every year or so.

In his own new and relatively small collection at the University of

Houston, Mr. McGaw has set up a systematic schedule for weeding that results in complete coverage of the library, about every five years. He says, "There is no discarding program on record without its mistakes, and some of these mistakes will cause trouble. We simply have to 'exercise the best judgement we can command, humbly, not arrogantly, and risk the consequences'."

Very few libraries have a written policy in respect to discarding, but it is generally agreed that book discarding and book acquisition are part of the same process. A library's book collection policy, therefore, determines its discarding policy. The same qualifications that are required in competent book selecting are needed in eliminating unsuitable volumes from the collection. "No matter what kind of formula is used, the decision to discard must be made, at last, on the merits of the individual volume. Except in a research library, where even the most trivial pamphlet may be needed for documentation, the librarian should feel justified in discarding any book for which he anticipates, in the near future, no further demand, especially if he has evaluated this demand in terms of the 'volume, value and variety' suggested by Helen E. Haines."

There is no easy way to answer the question: When is a book out of date? Usually an arbitrary time limit of five or two years is assigned. Books which have not circulated during that interval are considered inactive and may be weeded or discarded. The time factor depends on the type of material and the type of library. Most adults and children have an ingrained respect for the printed word found in libraries. We do our borrowers an injustice and give ourselves poor publicity when we allow obsolete information to circulate.

No two libraries will have exactly the same kind of material, collecting policy or clientele, and there-

fore will not be discarding the same things. Mr. McGaw offers the following general suggestions for discarding:

1. Duplicates. This is the easiest group and a relatively simple process especially for titles which have been on reserve in school or college libraries.
2. Unsolicited and unwanted gifts. Also fairly simple for the ones received without strings attached. Go slowly with the others and try to find some printed authority to back up your own judgement of inclusion or omission. In some instances, it may be wise to postpone discarding them.
3. Obsolete books. Give special attention to science, medicine and health, technology, geography, transportation, and travel. Watch for obsolete style and theme as well as for obsolete subject.
4. Superseded editions. Obsolescence applies to this category, too.
5. Books that are infected, dirty, shabby, worn out, too juvenile or too advanced.
6. Books with small print, brittle paper, or missing pages.
7. Unused, unneeded volumes of sets.
8. Periodicals with no indexes.

In his article, Mr. McGaw has stressed the need to discard continuously and to make it a standard routine. In concluding, he says that C. B. Roden's notion of the public library of the future corresponds to Shores' idea of the college library. In both cases the collection would "consist of a nucleus or core of the books of permanent value, rigidly and competently selected and kept in condition by equally competent discarding and the full recognition of ...'book obsolescence', a malady

with which most libraries are afflicted and which few of us have dared to attack."

SUGGESTED READING

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(Summary by Marjorie E. Vivian of an article by Howard F. McGaw in Library Trends, January 1956.)

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News and Notes

The Pacific Northwest Library Association will meet in Pullman Washington, August 29, 30, and 31, with Washington State College and the University of Idaho as joint hosts. Eli Oboler, the first PNLA President from Idaho, will undoubtedly present a lively program. As this conference will be relatively nearby for Montana librarians, it is hoped that many of them will attend, especially as our own Alma Jacobs will be installed as 1956/57 President.

The Alberta Library Association will meet in Lethbridge May 23. The President, Phyllis Bowlby, has extended a cordial invitation to Montana librarians to attend. Perhaps some of our Highline folks can arrange to go for a day, at least. The Albertans are a lively group and we have much in common.

The American Library Association meets at Miami Beach June 17-23. John Richards of the Seattle Public Library is President and he has promised a lively and streamlined conference.

The Idaho Librarian for January 1956 reports the membership totals for the Idaho State Library Association as 128 individual and 38 institutional. At that time M.S.L.A. had 91 active and 70 associate. Let's get every active librarian in Montana to join the State Association; they are all needed.

The Oregon Library Association is offering a scholarship of \$150 to assist an outstanding person to attend library school.

Dr. Frederick Kuhns, former dean of the chapel at Rocky Mountain College, is now acting Librarian there.

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Lewistown is engaged in planning an addition to the Carnegie Public Library which will also involve some remodeling of the present building. This is being made possible through a citizen's bequest.

The Parmly Billings Memorial Library is up to its ears in amateur uranium prospectors. Jean Todd reports that since the discovery in the Pryor Mountains, Sunday excursions with Geiger counters are interspersed with weekday descents upon the Library for books on anything remotely connected with uranium. It must be nearly as bad as the Tangle Town contests that a number of city libraries in other parts of the country have had to endure.

Lucille Simpson, formerly Librarian at Great Falls, and before that a

member of the Billings Library staff, is now located in Bisbee, N. D., where she and her sister are keeping busy and prosperous with a ready-to-wear store.

The Billings Library's monthly television visit with "Billie" is estimated to be reaching 40,000 people. The response to the how-to-do-it books has been enormous from people who "didn't know the Library had that kind of book." The program on Lenton reading brought requests for books on the Dead Sea Scrolls.

Co-operative Film Services in Public Libraries, published by A.L.A. in April at \$2.00, tells how several libraries can cooperate in setting up a service that none of them separately could afford. It should have considerable interest for us in Montana.

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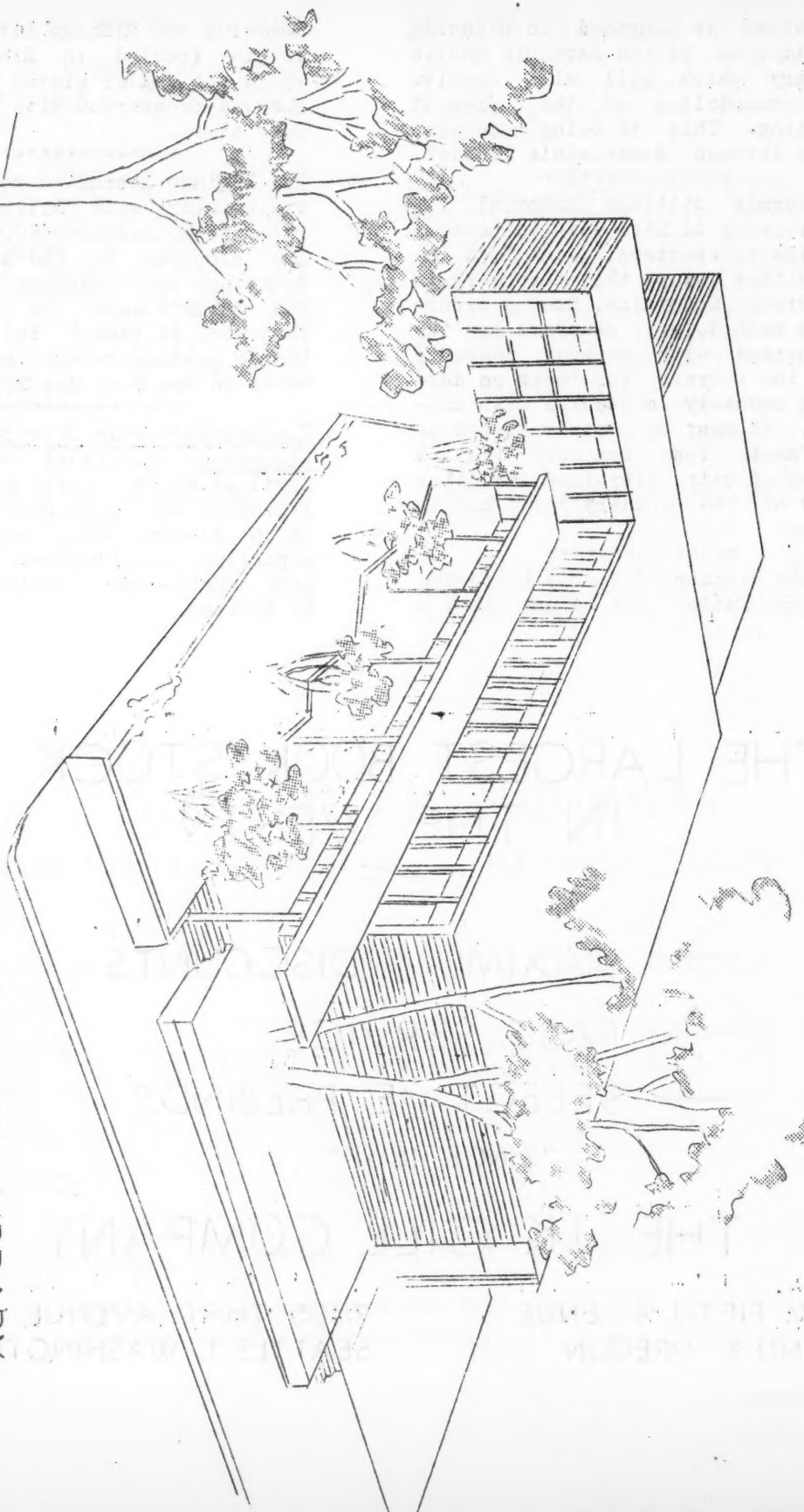
THE J.K. GILL COMPANY

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GLACIER COUNTY LIBRARY

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Dillon
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*Peters
*Ray's
San Ro
South
Tepee
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Please
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TRANSE

MEALS

Hotels and Motels	Address	Rates	
		Single	Double
Montana Hotel	2nd Street East	\$2.50	to \$3.50
Dillon Hotel	101 First Ave. East	2.50	to 3.50
Big Chief Motel	Hwy. 2 East	5.00	to 9.00
Blanchet DeLuxe Court	Hwy. 2 East	6.00	to 9.00
*Blue & White Motel	Hwy. 2 East - East Idaho	4.00	to 12.00
*Cornell Cabins	350 N. Main Hwy. 93 N.	4.00	to 10.00
ElRancho Motel	Hwy. 2 East	6.00	to 9.00
Flathead Motel	Hwy. 2 East - East Idaho	4.00	to 12.00
Hennessy's Modern Motel	Hwy. 93 South	3.50	to 8.00
*Kirkpatrick Court	Hwy. 2 West - West Idaho	4.00	to 8.00
*Merritts Motel	Hwy. 2 West - West Idaho	4.00	to 8.00
*Noble's Cabins	Hwy. 2 East - East Idaho	5.00	to 8.00
*Peterson Tourist Court	264 North Main Hwy. 2	5.00	to 8.00
*Ray's DeLuxe Court	184 North Main - Hwy. 2	5.00	to 9.00
San Rose Motel	Hwy. 2 East		
South Main Cabins	Hwy. 93 South	3.00	to 7.00
Tepee Lodge	Hwy. 2 East	6.00	to 10.00
White Birch Motel	Hwy. 2 East	4.00	to 9.00
The Devonshire Motor Inn	444 First Avenue East	9.00	to 14.00

*Nearest to down town

Please tear off the bottom part; fill out and return to Mrs. Cornelia Sherman,
Flathead County Library, Kalispell.

TRANSPORTATION (How are you coming to Kalispell?)

- ☐ By Car
- ☐ By Bus
- ☐ By Train

MEALS (Please check the ones you plan to attend)

- ☐ Friday night at Temple Tea Room 7:00 P.M. \$1.50
- ☐ Saturday noon at the High School Cafeteria 1.50
- ☐ Saturday night at Big Mountain Chalet 2.50
- ☐ Sunday morning Temple Tea Room 1.00
- ☐ Sunday noon Temple Tea Room 1.50

DOI: 10.1002/for

NU

BOOKBINDING DETAILS

NUMBER TWO

CLEAN UP

FIX UP

CHECK UP

CLEANING Pencil marks come off with a special artist eraser that doesn't rough the paper. Stains, ink, and soil marks are removed with solutions similar to those used in paper manufacture, to preserve the full strength of book pages. No, we are sorry, but the crayon problem hasn't been licked, even by the experts.

MENDING To the ordinary tear Mond-A-Tape is correctly applied, and enough time is given for it to set. For unusual materials or damage there are tissues, adhesives, and twenty years of experience.

COLLATING Missing pages or missing issues, both are detected by watchful, non-private eyes. Narrow inner margins are noted. If not too close, they are marked so that later treatment will be suited to their needs.

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